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ABSTRACT

Intended for use as a workbook, this publication is designed to provide examples of the respective roles of the school board and the superintendent in the operation and management of a school district. The first section (white pages) provides statements, in parallel columns, describing possible board/superintendent roles under the following categories: general, information gathering, instructional program, personnel, school facilities, community relations, pupil personnel services, and evaluation. The second section (blue tinted pages) provides cut-off response sheets on which users can rate their own level of agreement (or disagreement) with each statement given in the first section. One proposed outcome of working with this publication might be a first draft of a series of statements regarding the roles and responsibilities of a specific district's board and superintendent. (TE)

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California School Boards Association • Magazine

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FOREWORD

A question often asked by board members and superintendents alike is, "*What is the role of the board and what is the role of the superintendent in the operation and management of a school district?*" The purpose of this publication is to offer guidance to the reader, providing examples of the role of each within certain selected areas of responsibility. This list of duties and responsibilities is not all encompassing, nor is every function that is performed listed. Because the needs of districts vary, there is no attempt to establish a priority for either the role or the duties and responsibilities. That is left to each district.

Many of the duties of the superintendent can, of course, be delegated to members of the administrative staff or others. Whatever degree of delegation the superintendent chooses, the superintendent is the person accountable to the board for carrying out its policies or instructions. The age-old statement that the board sets policy and the superintendent administers that policy would seem to indicate a very distinct and obviously clear dividing line between the respective roles of each. That division, however, is not always so clear nor is it one upon which all involved agree.

The real need in every district is that the board and the superintendent decide what each is to do and establish processes and procedures which will lead to proper performance of these duties.

The success or failure of the board/superintendent relationship is dependent upon the degree of trust and the quality of interpersonal relationships. The parties need to talk to each other so that concerns and misunderstandings can be eliminated before frustration replaces reason. A good practice is to schedule one meeting per year at which the board and superintendent review past practices and develop any new processes needed.

This publication does not cover the roles, responsibilities and relationships of the county boards and county superintendents, since there are numerous variables and a lack of consistency in the educational code concerning the office of County Superintendent of Schools. Another CSBA publication, the *CCBE Handbook*, offers guidance for county boards and superintendents.

THIS IS A WORKBOOK

This workbook is intended to be used as a workbook. We realize this statement is redundant, but because of the different relationships between boards and superintendents, it is important that the end product of using this material should be "ownership" by the board and superintendent who worked through the process.

Please read the "How To Use This Workbook" page prior to using the workbook. If you have any questions regarding the use of this workbook, please call the Field Services Unit at the California School Boards Association, (916)443-4691.

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HOW TO USE THIS WORKBOOK

Format

The first section of this workbook (white pages) provides statements describing possible board/superintendent roles; the second section (tinted pages) gives cut-off Response Sheets on which you can rate your own level of agreement (or disagreement) with each statement given in the first section.

Purpose

One of the outcomes of working with this publication, which was developed by board members, may well be a first draft of a series of statements regarding the roles and responsibilities of your district's board and superintendent. The optimum end product would be a document entitled, "XYZ School District, Board/Superintendent Roles, Responsibilities, and Relationships." Certainly the awareness and consensus developed in working with this booklet can be a strong starting point to achieve that goal.

You may not agree with all the statements in the various sections; you may feel they are not in priority order or are incomplete; the wording or the emphasis may not be quite right for your district's situation. Part of the exercise entails your looking at each of the statements offered to determine whether or not you concur.

Procedure

The Response Sheets in the second section of this workbook can be used in a variety of ways. You need not complete all three columns, since each provides a different dimension of an overall task:

- Column 1 establishes a basis for agreement.
- Column 2 provides information for establishing priorities.
- Column 3 serves as a basis for evaluation.

Initially, you may want to use only the first two columns, saving the third column for a later time when evaluation is needed.

The following procedure is suggested to assist your district in developing its *own* Board/Superintendent Roles, Responsibilities and Relationships:

1. Determine whether all functions suggested in the document will be dealt with at once or whether one or two sections will be dealt with at a time.
2. Each board member should complete the agreed-upon section(s). (This could be done through the mail all at one time or section by section.)
3. Either a board member or a member of the administrative staff could gather responses and suggest alternative wording and/or placement of responsibilities.
4. The board and superintendent should determine what will constitute agreement prior to the actual process of review and revision. It could be based on a vote of the board or through consensus.
5. It should be understood that decisions are not absolutes — revisions will not only need to occur, but should occur. Revisions will be needed as areas are identified where roles and responsibilities were not understood, or when conditions or situations change. Either board members or the superintendent should have the opportunity to request a review of any section that is not functioning according to the agreement and/or where a different division of responsibility seems more appropriate.

Use of Facilitator

In many cases, the board and superintendent have found that the services of an outside facilitator were helpful in working through this process. Such facilitators can come from several sources: the PTA President, a former board member, CSBA staff, or other persons experienced in the facilitator role. Whomever you choose, such a facilitator can help the board and superintendent to reach consensus.

STATEMENTS

The first section of this workbook provides examples of the division of roles, responsibilities and relationships between the governing board and the superintendent.

GENERAL

Governing Board	Superintendent
1. Acts as the legislative, policy-making body of the school district.	1. Serves as chief executive officer of the board and is responsible directly to the board for carrying out its instructions, whether written or verbal.
2. Appoints the superintendent as the chief executive officer of the board.	2. Prepares agendas for board meetings in cooperation with the board president and in conformity with board policy; responsible for assuring compliance with all legal requirements relative to posting of notices of meetings and preparation of minutes.
	2a. Provides each board member, in advance of the meeting, with sufficient information and data for decision making.
	2b. Provides several alternative solutions whenever possible.
3. Invests the superintendent with those powers and duties it may legally delegate in accordance with the Education Code and board policy.	3. Administers the schools in accordance with the laws of the state, rules and regulations of the State Board of Education and the policies adopted by the local board.
	3a. Coordinates the work of all schools and departments.
4. Requires professional leadership from the superintendent.	4. Furnishes educational leadership to the board, school staff, and community. Keeps abreast of current trends in education and advises the board as to desirable courses of action.
	4a. Provides for supervision of instruction, district personnel, and operation of the schools.
	4b. Recommends to the board the district organizational structure.
	4c. Reports to the governing board on all matters of concern to the board, such as:
	(1) Execution of its policies
	(2) General administration of the schools.
	(3) Impending problems.
	(4) Statewide and/or national educational developments.
	(5) Major emergencies or unusual occurences.

GENERAL

(continued)

Governing Board	Superintendent
5. Considers recommendations from the superintendent and suggestions from the staff and community members on policy.	5. Acts as advisor to the board in areas needing policy development or revision.
5a. Adopts district policies.	5a. Assists in formulating policies by providing board with necessary data and information.
	5b. Maintains manual of current district policies.
6. Reviews administrative procedures, rules and regulations which implement adopted policies prior to their being put in effect.	6. Interprets and implements district policies and incorporates such interpretations into a written set of administrative rules, regulations and procedures.
7. Gives direction to the superintendent in handling issues which may need clarification beyond the policy statement. Clearly defines for the superintendent the intent of the board.	7. Administers the policies, either personally or by assuring the implementation of policies and regulations through delegation to appropriate staff.
	7a. May delegate to subordinates any power or duty which the board has entrusted, with the exception of those specifically designated by the board as being the superintendent's responsibility alone. Such delegation does not relieve the superintendent of the primary responsibility for the proper execution or performance of this function.
8. With input from community, students, and staff, develops philosophy, goals and objectives. Periodically reviews them.	8. Assists board in development and review of philosophy, goals and objectives.
	8a. Implements philosophy, goals, and objectives.
9. Appoints advisory committees as needed.	9. Acts as resource for advisory committees.
9a. Provides each committee with specific guidelines.	9a. Assists board in drawing up committee charges and guidelines.
9b. Considers information from citizens advisory committee(s) in decision-making.	9b. Provides board with information from citizens advisory committees.
9c. Dismisses committee(s) upon completion of task(s).	

INFORMATION GATHERING

When boards are faced with difficult decisions, and when developing far-reaching policies, it is wise to collect as much information as possible on all sides of the issue. The primary source of information is the superintendent. Boards, however, should not be limited to information provided by administrative staff. The wise board member will carefully seek information from *all* available sources.

Board of Education	Superintendent
1. Requests information needed for responsible decision making.	1. Provides all information requested by the board. 1a. Provides information from all available sources.
2. Seeks information from *all* available sources; for example, students, parents, community, state and county offices of education, school site and district personnel, professional associations and publications.	2. Assists board by suggesting alternative sources of information.
3. Periodically develops, with the superintendent, guidelines for seeking information from teachers, principals, business office, and other school and district personnel.	3. Informs personnel that board members may be seeking information within developed guidelines and requires them to provide the requested information.
4. Analyzes all information prior to making decisions.	4. Suggests alternative recommendations, if applicable, based on all available information.
5. Receives suggestions, comments, complaints, etc., from the community. Relays this information to appropriate personnel. Reports back to the source as appropriate.	5. Follows up on comments, suggestions and complaints and reports back to the board members on their resolution.

INSTRUCTIONAL PROGRAM

Governing Board	Superintendent
1. Establishes policy as to the educational philosophy, goals and objectives of the school district.	1. Implements the policies established by the board.
2. Determines the general scope of the instructional program in accordance with state laws and regulations.	2. Makes recommendations relative to the educational program.
3. Adopts policies providing for the involvement of professional staff, citizens, and students in curriculum and program development, evaluation, and improvement.	3. Provides leadership for the involvement of staff and the public in the continuous development, evaluation, and revision of the program of studies to comply with legal requirements and the stated goals and objectives of the community.
4. Adopts changes in the educational program considering the recommendations of community, students, superintendent and staff.	4. Recommends additions or changes in the instructional program.
5. Approves testing programs.	5. Develops testing programs and other procedures for evaluation of the effectiveness of the instructional program.
6. Evaluates educational program.	6. Organizes a planned program of curriculum evaluation and improvement for presentation to the board for approval. Keeps board informed of status, progress, and developments in this area.
7. Approves articulation of instructional programs between educational levels.	7. Develops and implements a program of articulation between educational levels.
8. Determines and approves proficiency and graduation requirements.	8. Makes recommendations to the board as to graduation and proficiency requirements in accordance with Education Code and other state and community requirements.
9. Adopts courses of study and provides for their implementation.	9. Recommends courses of study and methods to be used in instructional program.
10. Reviews superintendent's reports on methods of implementing curriculum.	10. Implements curriculum and keeps board informed about methods used in the instructional program.
11. Reviews assignments of staff.	11. Assigns staff to instructional areas.
12. Discusses and evaluates reports presented to it by the professional staff relative to the instructional program.	12. Responsible for regularly scheduled staff presentation(s) to the board on various aspects of the curriculum.
13. Establishes policies for the selection of textbooks and other instructional materials in accordance with legal requirements involving staff, students and community members.	13. Recommends policy for selection of textbooks and other instructional material in accordance with legal requirements and sound educational practices.
13a. Reviews and adopts textbooks.	13a. Acts as resource in selection procedure and recommends textbook adoptions to the board.

PERSONNEL*

Governing Board	Superintendent
1. Adopts policies relative to recruitment and dismissal of all personnel.	1. Recommends policies and administrative regulations on recruitment and dismissal of all personnel.
2. Approves or rejects recommendations for dismissal.	2. Recommends dismissals or failure to re-employ as may be necessary.
	2a. Notifies personnel of official board action concerning them.
	2b. Supervises the work of all employees of the school district.
3. Reviews and approves job descriptions for all personnel; approves organizational structure.	3. Prepares job descriptions (for all personnel) and organizational structure for board approval.
4. Approves selection, promotion, transfers, retirement and leaves of absence for all district personnel on the recommendation of the superintendent.	4. Nominates in writing all district personnel for appointment, promotion, transfer, retirement, leaves of absence in accordance with policies and administrative regulations.
	4a. Takes any other personnel action consistent with state law and board policy.
5. Promotes good working relationships with the total staff and maintains open lines of communication with employee organizations as well as with individual employees.	5. Maintains good working relationships with the total staff and maintains open lines of communication with employee organizations as well as with individual employees.
6. Adopts policies for personnel management.	6. Executes personnel policies adopted by the board and makes board policies, job descriptions and administrative regulations readily available to all members of the staff.
7. Instructs the superintendent and/or its agent to negotiate on those provisions within the scope of collective bargaining when required to do so by a recognized employee unit.	7. May act as the board's representative in the negotiations process, or recommend other representatives for the board's consideration and approval.
	7a. Assists board in preparing instructions for its representatives in the meet and negotiate process. Provides necessary data on a timely basis.
8. Ratifies negotiated contract.	8. Administers negotiated contracts.
8a. In the absence of a negotiated contract, adopts salary and benefits schedule and policies relating to compensation, benefits, complaints procedures, evaluating procedures, etc.	8a. Recommends salary and benefits schedule and policies on compensation, benefits, complaint procedures, evaluation procedures, etc.
	8b. Implements approved policies, etc.

*Important: This section will have to be accomplished in agreement with the collective bargaining process and signed employee agreements within each district.

PERSONNEL*

(continued)

Governing Board	Superintendent
9. Adopts policy relative to pupil-teacher ratio and the number of other employees of the school district, after considering the recommendations of the superintendent.	9. Recommends to the board pupil-teacher ratios and number of staff to be employed in all departments.
10. Provides opportunities and appropriate financial assistance for professional growth of members of the management team.	10. Prepares a program providing for the professional growth of members of the management team.
10a. Encourages attendance at meetings and conferences of appropriate professional organizations by members of the management team.	10a. Attends appropriate meetings and conferences.
11. Encourages and provides for inservice training programs and conference attendance to increase professional growth and competence of both certificated and classified staffs.	11. Systematically evaluates professional growth of staff members and recommends programs for in-service training for continuing growth and professional development of staff.
	11a. Provides advice and assistance and a reasonable opportunity for improvement to all personnel receiving unsatisfactory evaluations.
12. Participates in activities of professional organizations, attends educational conferences and workshops, and visits other school districts.	12. Maintains membership and participates in activities of appropriate professional organizations; attends conferences, workshops, and professional development seminars.
13. Keeps abreast of educational developments through reading, visitations, and attendance at workshops and conferences.	13. Visits exemplary programs in other districts and keeps abreast of current educational literature.
14. Reviews policies and procedures with new board members and furnishes them with pertinent materials.	14. Cooperates with board in orientation of new board members by supplying copies of district policies and regulations, guidelines, and handbooks.
15. Urges new board members to attend in-service orientation workshops conducted by CSBA, CCBE, County Trustees Associations, NSBA, and other appropriate organizations.	15. Joins with the board in a policy and procedures review session for new board members, and encourages in-service orientation workshops conducted by CSBA, CCBE, County Trustees Associations, NSBA, and other appropriate organizations.
16. Cooperatively delineates division of functions between Personnel Commission or Civil Service Commission and Board of Education.	16. In districts without Personnel Commission or Civil Service Commission works cooperatively with the chief executive officer.

*Important: This section will have to be accomplished in agreement with the collective bargaining process and signed employee agreements within each district.

PERSONNEL*

(continued)

Governing Board	Superintendent
17. In non-merit and non-civil service districts establishes a system of classifications considering the recommendations of the superintendent.	17. In non-merit and non-civil service districts exercises administrative responsibility for all personnel functions.
	17a. Assumes leadership in achieving articulated, cooperative, relationships.
18. Adopts policies to provide effective safety and security conditions in the school and to comply with state laws.	18. Recommends and implements safety and security programs.

*Important: This section will have to be accomplished in agreement with the collective bargaining process and signed employee agreements within each district.

SCHOOL FACILITIES

Governing Board	Superintendent
1. In districts with significantly changing enrollment and/or enrollment patterns, adopts a long range master plan for school facilities.	1. Makes recommendations for implementation of master plan for school facilities.
2. Appoints a citizens advisory committee to assist in development of master plan.	2. Acts as resource for citizens' committee.
	2a. Responsible for analyzing and recommending to the board long-range school facilities requirements, using competent consultants as needed.
3. Decides what construction should be undertaken.	3. Makes recommendations as to construction, renovations and educational specifications for school buildings.
3a. Decides upon major building renovations, and additions, after considering recommendations from the superintendent and community.	
4. Purchases school sites, taking into consideration recommendations of the superintendent and the desires of the community.	4. Makes recommendations as to site acquisition.
4a. Disposes of unneeded schools and sites through sale, lease, rental, or other method, after considering recommendations of community and superintendent.	4a. Makes recommendations as to disposition of unneeded schools and sites.
5. Employs school architects, structural and educational planning consultants as needed.	5. Submits list of qualified architects for board consideration and makes recommendations.
	5a. Responsible for collection of data for formulating preliminary building plans.
	5b. Develops educational specifications for school facilities and works with the architect, staff, and consultants in the planning of school buildings.
6. Reviews and approves plans at various stages of their development.	6. Submits plans to the board for approval at various stages of development.
7. Employs construction inspector.	7. Gives advice on bonding, insurance and inspection procedures.
8. Ensures compliance with local building codes and state building requirements.	8. Provides contact between board and various state agencies which control building requirements and financial support of the building program.
9. Accepts the completed building or facility.	9. Responsible for certifying the completion of the building project according to the plans and specifications.
10. Places the responsibility on the superintendent for the proper operation and maintenance of the schools in accordance with established policies.	10. Prepares regulations for delegation of responsibilities for maintenance, purchase of supplies and equipment within board-established limitations.

SCHOOL FACILITIES

(continued)

Governing Board	Superintendent
	10a. Responsible for analyzing adequacy and condition of all school facilities, equipment, and the transportation units. Makes periodic inspections and reports to the board.
11. Adopts policy relative to establishment and maintenance of a facilities safety program.	11. Provides for preparation and maintenance of a continuing safety program.
12. Adopts policies governing the public use of school buildings, facilities, and equipment.	12. Recommends policies and establishes procedures for public use of school buildings, facilities and equipment.
13. Periodically inspects all schools and facilities.	13. Makes or directs periodic inspections. Reports findings to the board and makes appropriate recommendations.

FINANCE

Governing Board	Superintendent
1. Makes provisions for long-range planning for acquisition or disposal of sites, additional facilities, plant maintenance, staffing, as related to both operating and capital expenditures.	1. Analyzes current financial position and presents to the board long-range financial needs and proposals.
	1a. Prepares reports for public release.
2. Meets with superintendent and staff to assist in development of the budget.	2. Prepares the detailed district budget, interprets and presents it to the board for adoption. Makes full use of staff members in developing budget items.
3. Approves and adopts an annual budget. Approves budget transfers.	3. Administers the budget and keeps expenditures within its limits. Provides information and recommendations for intra-budget transfers for approval of the board.
4. Adopts written policies for purchase of supplies and equipment.	4. Makes available to all employees policies and regulations regarding requisitions and purchase orders.
4a. Is accountable for all district funds as well as payroll procedures.	4a. Establishes systems of control which account for district funds, inventory of supplies and equipment, in accordance with the Education Code and board policy.
5. Approves all expenditures of funds by receiving statements and approving payment of bills.	5. Provides board with periodic reports on operating budget accounts and overall financial condition of the school district.
	5a. Makes financial reports as required by state school law or by policy of the board.
6. Selects an auditor and reviews the annual audit of school district accounts and business procedures.	6. Recommends auditor(s) to prepare annual audit of school district accounts and business procedures.
7. Adopts an insurance program to comply with state laws and in accordance with prudent financial management.	7. Assists board to establish an adequate insurance program.
8. Provides leadership in suggesting and securing community support for additional financing when necessary.	8. Provides information in support of additional financing.

COMMUNITY RELATIONS

Governing Board	Superintendent
1. Upon recommendation of the superintendent, formulates policies that outline an adequate community relations program.	1. Recommends a program for keeping the citizens of the community adequately informed of school developments and problems.
	1a. Makes budget estimates of the cost of an effective, continuous, and varied reporting system. It may include an annual report to the board and community.
	1b. Recommends community relations activities, procedures and facilities to be used, and personnel to participate in the program. Relays this information to the board.
2. In cooperation with the superintendent actively participates in the program.	2. Works with parent groups and other organizations interested in and concerned for the welfare of the schools. Interprets the programs and activities of the schools before various community groups.
3. Maintains an awareness of community attitudes, values, concerns, and interests in educational planning and policy development.	3. Contacts community sources to ascertain the thinking and wishes of the community. Serves as focal point of contact between the board and citizen advisory committees.
4. Fosters cooperation with various news media for dissemination of information about the school system.	4. Establishes a good working relationship with all news media. Meets with representatives of the press to provide information needed for keeping the community informed. Issues press releases as required.
5. Keeps public informed of new programs, district goals, and objectives.	5. Schedules regular reports by the staff on various aspects of the instructional program at board meetings.
5a. Establishes and promotes open lines of communication with the public.	5a. Asks for input from the board. Critically looks at all district programs not limiting it to those with greatest appeal.
5b. Adopts and implements written procedures for community participation at board meetings.	5b. Requests input from board on current interests.
6. Actively represents the district in various community functions, and the community in various school functions.	6. Participates in community affairs in both school and non-school activities, and cooperates with other community agencies. Encourages staff to become active in the community.
7. Assists in identifying those within the community who can aid in furthering educational aims. Adopts policies for encouraging citizen participation in an advisory capacity in the solution of specific problems.	7. Plans for the utilization of community resources to assist in furthering educational aims, and for citizen involvement in study of specific school problems.

COMMUNITY RELATIONS

(continued)

Governing Board	Superintendent
8. Adopts written policy outlining the channeling of complaints, criticisms, and concerns of the community, for study and action.	8. Studies concerns and complaints and reports to the board if action is requested.
9. Interprets the action and/or role of administration and staff before critical groups in the community.	9. Demonstrates respect and cooperation in relationships with Board of Education, staff and community.
10. Individual members abstain from speaking or representing themselves on behalf of the Board of Education or the district, except as authorized by the board.	
11. Works cooperatively with other school districts, county offices of education, city council, county board of supervisors, and special district boards of directors to solve mutual problems.	11. Maintains good working relationship with other school districts, county office of education, city, county, and special district administrative staff.
11a. Meets periodically with the above groups.	

PUPIL PERSONNEL SERVICES

Governing Board	Superintendent
1. Adopts general policies affecting students. Provides pupil personnel services and a complete permanent record system for all students.	1. Presents objectives and recommends staff required to the board.
	1a. Responsible for the activities of all instructional and guidance personnel.
	1b. Develops and administers an adequate permanent pupil record system.
2. Adopts policies concerning pupil classification and promotion recommended by the superintendent.	2. Directs the classification, promotion and graduation of pupils.
3. Adopts policies which provide for the protection of health.	3. Plans and directs school health services and keeping of necessary records in accordance with board policy.
3a. Reviews objectives, staff needed, and appoints personnel for health services as recommended by the superintendent.	3a. Provides reports as needed by the board. Recommends health services staff to the board for appointment.
4. Adopts policies regarding corporal punishment, truancy, vandalism, attendance, pupil discipline, suspension or expulsion procedures.	4. Implements policies covering corporal punishment, truancy, vandalism, attendance, pupil discipline, suspension or expulsion procedures.
5. Adopts policies needed to cover special pupil needs and problems.	5. Recommends and puts into effect policies that consider individual differences of pupils, admission and rates for non-resident pupils.
5a. Establishes special classes or schools for exceptional children or children with special needs.	5a. Develops and implements programs which provide for needs of exceptional children.

EVALUATION*

Governing Board	Superintendent
1. Determines philosophy of evaluation.	1. Assists board in determination of philosophy of evaluation.
2. Evaluates all educational and operational programs of the district.	2. Continually analyzes the educational program with staff.
	2a. Evaluates the instructional program, finances, budgeting, purchasing, and all other aspects of the school program.
	2b. Reports such analysis and evaluation to the board and, as directed, issues reports for public release.
3. Ensures that all personnel employed by the district are subject to a system of evaluation and assessment.	3. Recommends evaluation procedures to be negotiated. Assures that procedures comply with all legal requirements and reflect the best principles of management.
	3a. Provides advice and assistance and a reasonable opportunity for improvement to all personnel receiving unsatisfactory evaluations.
	3b. Working with certificated and classified staff, recommends evaluation policies and procedures to the board.
4. Receives and takes appropriate action on personnel evaluation reports in closed session. Note: In small districts evaluation reports on personnel may be made in closed session. In large districts where evaluation in closed session may be impractical, confidential reports may be used.	4. Supervises and coordinates the evaluation of all personnel and submit confidential reports to the board on these activities and findings.
	4a. Documents recommendations for retention or dismissal, including corrective actions taken and verification of compliance with legal requirements.
	4b. Reviews professional growth of staff members and recommends programs for in-service training and other improvements. Involves staff members where appropriate.
5. Adopts policy on in-service training for staff. Allocates funds for implementation.	5. Recommends policy for in-service training for all staff.
	5a. Provides for in-service training in accordance with board policy.
6. Provides superintendent with a clear-cut job description. Evaluates superintendent based on job performance as well as personal qualities. Develops performance objectives, in cooperation with the superintendent, against which he/she will be evaluated.	6. Provides board with a clear-cut, written delineation of his/her goals for the district and expectations of performance. Provides written self-evaluation of his/her performance against the established objectives.

*Important: This section will have to be accomplished in agreement with the collective bargaining process and signed employee agreements within each district.

EVALUATION*

(continued)

Governing Board	Superintendent
6a. Evaluates annually or periodically with the superintendent against the written expectation of performance the work of the superintendent. This evaluation, based upon mutually accepted methods and procedures, should be carried on in closed session, with reports made to the public as deemed appropriate by the board and superintendent.	
7. Conduct annual self-evaluation of the board's effectiveness as the representative of the community and trustees of the school district.	

*Important: This section will have to be accomplished in agreement with the collective bargaining process and signed employee agreements within each district.

RESPONSE SHEETS

Directions For Using Response Sheets

- Column 1: Select the rating that most nearly describes your feeling as to the appropriateness of each function as an operational procedure for the district and circle the number.
- Column 2: Select the rating that most accurately indicates the level of importance and circle that number.
- Column 3: Select the rating that indicates your perception as to how it presently operates within the district and circle that number.

	Column 1	Column 2	Column 3
FUNCTION	**APPROPRIATE DIVISION OF FUNCTION**	**IMPORTANCE OF FUNCTION**	**PRESENTLY FUNCTIONING**
	1 — Strongly Agree 2 — Agree 3 — Unsure	1 — Extremely High 2 — High 3 — Medium	1 — Always 2 — Usually 3 — Occasionally
Statement Number	4 — Disagree 5 — Strongly Disagree	4 — Low 5 — None	4 — Seldom 5 — Never

GENERAL

1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4c	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

GENERAL

(continued)

8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9c	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

INFORMATION GATHERING

1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

INSTRUCTIONAL PROGRAM

1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

PERSONNEL

1	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2b	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8b	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

SCHOOL FACILITIES

1	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3a	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

SCHOOL FACILITIES

(continued)

4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

FINANCE

1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

COMMUNITY RELATIONS

1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

COMMUNITY RELATIONS

(continued)

1b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

PUPIL PERSONNEL SERVICES

1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

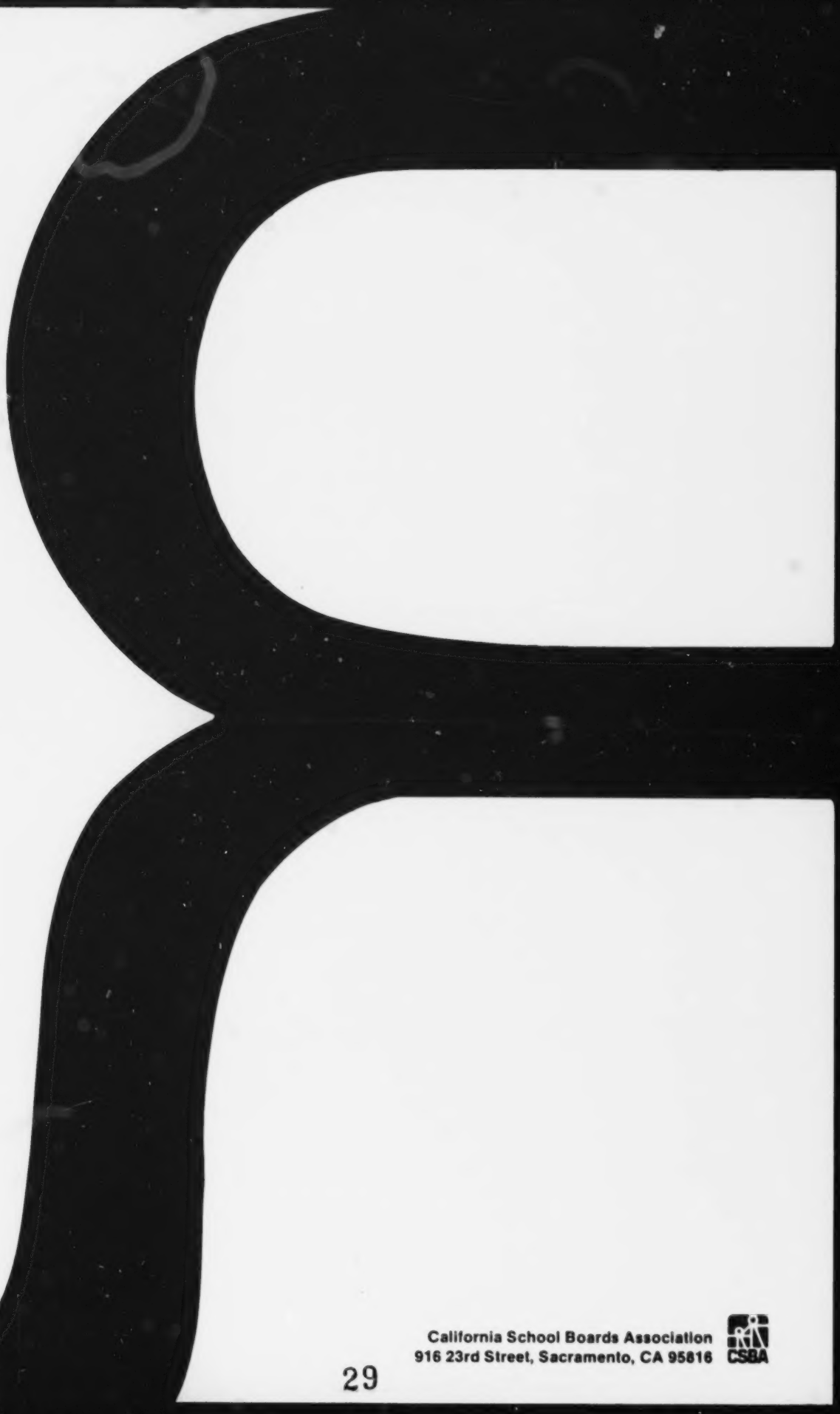
EVALUATION

1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

EVALUATION

(continued)

3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4b	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6a	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5



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